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ABSTRACT

The major purpose of this study was to determine if students enrolled in an "Eyes on the Prize" telecourse performed better academically in utilizing a study guide than students who did not utilize the study guide. "Eyes on the Prize," a course offered at Evergreen Valley College (EVC), fulfills a two-year ethnic studies requirement for graduation from California community colleges. For several years, the College has operated the instructional telecourse with little or no consistency, consequently students were achieving low grades, resulting in a high attrition rate as well. In order to address this issue, a student study guide for "Eyes on the Prize" was developed. A literature review was conducted and a study guide was developed and evaluated by expert faculty members and revised. The control and experimental groups were selected establishing good internal validity. This study employed a t-test as the statistical measure evaluating the significance of difference between the two means. The student population of Evergreen Valley College is diverse in its ethnic make-up and the academic disciplines pursued by the student population. The telecourses that are offered on weekends, early mornings, and over local cable stations have great appeal for the Community College students. The revised study guide showed a relationship between the use of a "Eyes on the Prize" study guide and an increase in student success. The telecourse study should be replicated with other telecourses, and Community College Districts in order to establish external validity. (Author)

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A COMPARATIVE ANALYSIS TO DETERMINE THE VALUE IN PRODUCING HIGHER ACHIEVEMENT IN A SOCIAL STUDIES COURSE AT EVERGREEN VALLEY COLLEGE

Research Methodology

by

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

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The major purpose of this study was to determine if students enrolled in the "Eyes on the Prize" telecourse performed better academically in utilizing a study guide, than students who did not utilize the study guide.

"Eyes on the Prize", a course offered at Evergreen Valley College (EVC) fulfills a two-year ethnic studies requirement for graduation from California Community Colleges. For several years, the College has operated the instructional telecourse with little or no consistency, consequently students were achieving low grades resulting in a high attrition rate as well. In order to address this issue a student study guide for "Eyes on the Prize" was developed.

A literature review was conducted and a study guide was developed, evaluated by expert faculty members and revised. The control and experimental group were selected establishing good internal validity. This study employed a t-test as the statistical measure evaluating the significance of difference between the two means.

The student population of Evergreen Valley College is diverse in its ethnic make-up, and the academic disciplines pursued by the student population. The telecourses which are offered on weekends, early mornings, and over local cable stations has great appeal for the Community College students. The revised study guide showed a relationship between the use of a "Eyes on the Prize" study guide and an increase in student success.

The telecourse study should be replicated with other telecourses, and Community College Districts in order to establish external validity.

CHAPTER 1

INTRODUCTION

Background

"Eyes on the Prize", a telecourse offered at Evergreen Valley College (EVC) fulfills the Ethnic Studies requirement for graduation. For four years, the College has operated the telecourse without instructional guides or a syllabus. Based on the further assessment of one-hundred students enrolled in Social Science 020, seventy-six percent of the respondents indicated they were experiencing difficulty in understanding the content and consistency of the course.

In addition, to the difficulty students experienced in the telecourse, students responded that they did not have sufficient materials to meet the guidelines for taking the telecourse. In an effort to allow more students to successfully complete the telecourse, there was ample consideration given for expanding the revised study guide. The results of the study will support the study guide as being valuable in reducing the problem of low student grades in "Eyes on the Prize" telecourse at Evergreen Valley College.

In addition, the results of the study provided the conclusive results that were needed by the faculty at Evergreen Valley College to determine whether or not they should accept the study guide for instruction with all it's students (full-time and

part-time). In addition, the study guide provided a uniform method of instruction among full-time and adjunct faculty.

Purpose

The purpose of this investigation was to conduct a research study to determine if students enrolled in "Eyes on the Prize" who utilized a study guide, perform better academically than students who did not use the study guide. The result of the study support the telecourse study guide as being significant in improving student final course grades. A study guide was developed to serve as a standardized document for students See Appendix C.

The result of this study provided conclusive evidence that was needed by the chairperson of Social Science at Evergreen Valley College to determine rather the department should utilize the telecourse study guide for use with future courses. The telecourse study guide will ensure consistency among faculty members at Evergreen Valley College.

Research Question

The research question to be addressed in this study was whether students who used a study guide in "Eyes on the Prize" telecourse performed better academically than students who have not utilized the guide?

Research Hypothesis

The research hypothesis for the study stated that students who used the study guide in "Eyes on the Prize" at Evergreen

Valley College will have a significantly higher test score compared to those students who did not use the study guide (at the $P<.05$ level of significance). The independent variable was the study guide.

CHAPTER 2

REVIEW OF THE LITERATURE

The telecourse study guide provided for a systematic framework improving course content and consistency resulting in improved student matriculation at the Community College. The review of the literature presents a overview of telecourse instruction, and the need for improved methods of delivering instruction. The need for using instructional materials such as a course syllabus was a lack of clarity in instruction. The telecourse study guide provided an improved curriculum and framework thus improving clarity and instructional consistency leading to greater student success at the Community College level.

The literature review supporting the selection of the t-test as the statistical method of measurement for this study is cited in addition to the null hypothesis, the level of significance, and the region of rejection.

Review of Telecourse Study Guides

Cavalho, Graham, and Gray (1985) compared student performance in a college-level management class delivered by telecourse with the performance of students enrolled in day and evening on-campus classes. All three sections of the course were taught by the same Instructor. The same test was used. Students were required to complete the same assignments and received the same test. The telecourse students performed as well on

traditional test as both day and evening campus student.

Holmes (1960) and Schramm (1962) reviewed over 600 comparisons of televised and traditional instruction finding no significant difference in approximately 500 of the studies with the balance of the studies giving a slight edge to televised instruction.

Chu and Schramm (1967) examined 202 comparisons, 152 of which showed no significant difference between the effectiveness of traditional and televised instruction. Of the remaining 50 cases, 22 showed instructional television to be more effective and 28 favored traditional instruction.

According to Cambre (1988) there are a host of uses of television in schools which technically fall under the definition of instructional television, these include college credit telecourse, distance learning, critical viewing skills and classroom productions, and more recently Channel One.

According to Kantrowitz (1990) the telecourse, "Eyes on the Prize" is especially significant when considering the numbers of young people who cannot estimate the value of the Civil Rights Movement which shows a brutal era in American History.

An article in Education Digest (1992), indicated that television students develop an increasing reliance on himself in working with the materials of his education. While he has access to his teachers, he has to use greater initiative to take

advantage of it. Television enables both student and teacher to return to the true business of education-independent inquiry.

Gross (1972) compared the performance of students enrolled in two telecourses with the performance of students enrolled in the same courses taught on campus. A comparison of grades showed no significant difference between those taught via television. That same year Foster (1972) compared the performance of students in a college telecommunications course who received instruction a via video taped lessons with those who received classroom instruction. Again no significant difference in learning was found.

Riccobono (1985) noted, "that instructional television budgets have suffered significantly in recent years at the hands of the computer revolution" (p. 17).

Hayes (1986) reports a consistent and significant increase in VCRs available in schools, from 31 percent of all schools owning VCRs in 1983 to 80 percent in 1986. The bad news here is the VCR accessibility to individual teachers is still far below convenient access level, with the large majority of schools having under five units per school.

In addition, Anglin (1989) stated, "that a true needs assessment would probably reveal that teachers and students need conveniently accessible state-of-the-art visualizations of individual concepts, skills, and facts. Empirical evidence has

established that pictures facilitate recall of information presented in prose materials" (p. 120).

Levie and Lentz (1982) stated, "that education is an attempt by some people to offer others (or oneself) the means that will help the process of making sense of one's relation to oneself and the various universes around one" (p. 27).

Gattegno (1969) found that, education is about awareness—and about awareness of one's awareness, for without the latter an individual will not develop his own inner criteria for truth, the measures that give everyone the responsibility for his actions in and upon the universe, particularly the universe of relationships.

A mixture of encouraging and disappointing findings seems to indicate that while instructional television has shown much potential as an effective visual learning tool, it has to be nurtured further and given more support by the educational community in order to live up to the expectations and predictions such as those epitomized by the Educational Media Study Panel, Smith (1961) noted, "that the advent of television and, indeed, the whole complex of newer communications media (from video tape to satellites) has given American citizens unparalleled opportunities to advance in their ability to record and communicate ideas. These new communications resources must now be harnessed to serve the ends of education in a time when American school and college programs must now find new and improved ways to

cope with spiraling enrollments and increasing shortages of adequate classrooms and able teachers, as well as the new educational needs created by the explosion in knowledge and by the changing world conditions which threaten national survival. The new media and devices now available to education hold as much promise for improvement of instruction as did the invention of the book" (p. 40).

Cambre (1988) stated that one of the most important is strong public relations to foster awareness in combination with vigorous advocacy lobbying efforts. Instructional television is apparently one of the better kept secrets in education and this has not served it well either in terms of increasing teacher use or of informing the research community of its presence and value. The instructional television industry needs advocates who can lobby convincingly for its effectiveness on all fronts from funding to use. During the past 15 years, instructional television has grown steadily in both quality of programming and acceptance among teachers. Yet educators are continually confronted with widespread antipathy toward video in schooling. In the past, educators tended to casually dismiss complaints about television's educational value, knowing that the sins of commercial TV were being wrongfully visited upon educational TV. Educators now realize that opponents of instructional television have done a better job of marketing their opinions than its

advocates.

Chen & Marsh, (1989) noted, contrary to popular assertions, students are cognitively active during television viewing and attempt to form a coherent, connected understanding of television programs.

Ornstein (1991) states, "that television viewing is the enemy of reading. This myth often results from an intellectual elitism that leads to the over-generalization that "books are good and TV is bad" (Ornstein, 1991, p. 25).

This argument confuses the form of media with its content. The content of media, whether it is books or TV, can work for or against effective learning.

Myth number two is that television is an old technology—computers are the future.

By 1985, the number of videotapes rented from video stores surpassed the total number of books checked out of libraries.

Ornstein (1991) stated, "as educators, we must note that electronic media are increasingly supplementing—even replacing—traditional printed media such as textbooks and pen and pencil formats in school and flooding our homes. Understanding and applying the processes and symbol systems of this new opportunity for learning is essential for students and teachers alike if they are to have control over this new technology. Given our new electronic age, with its impact and potential, students and

teachers must learn to use this new technical-based instruction" (p. 79).

Guthrie-Morse and Julian noted, "as they enter the 1990s, the more than 700 small American community colleges are confronted with a significant dilemma. As financial support erodes and as the faculty shortage become increasingly server, these institutions, many with multiple campuses and sites, are often unable to effectively staff their classrooms" (Guthrie-Morse & Julian, 1991, p. 60).

George (1991) stated that 21st century interactive, user-friendly telecommunications technology holds much promise for small and medium-sized multi-campus community colleges and other academic organizations. It is a promise that can be realized successfully today in the institution that is committed to education for technological literacy and that is not averse to high-risk ventures.

DeCandido and Rogers (1990) describes the need to provide access to graduate work to both traditional and non-traditional students who may be constrained by geography, physical disability and personal or professional responsibilities with available and emerging instructional delivery system based on new electronic technologies, are the tools for distance education, teleconferences and teleclassrooms and class via cable television.

Study Guide Content and Context

Perraton (1987) enumerated propositions concerning study guides in the area of teaching, administration and assessment. He outlined the differences between instructional learning and traditional study guide models. Some of those most closely associated with the distinctive characteristics of instructional learning. Hauchey (1986), Foks (1987), Smith and Kelly (1987) noted convergence between instructional education and the mainstream in teaching-learning systems and clientele for education, and predicted that this convergence would grow in the future. Keegan (1981) emphasizes certain issues in the educational process. For this reason, Telecourse study of educational subjects provide a good medium for studying learning objectives by contributing to a broader understanding of the subject. Moore (1987) added his own definition of instructional study guides as the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learners' presence, so that communication between the teachers and the learner must be facilitated by print, electronics or other devices. Ratcliff (1986) developed a comprehensive community college study guide for graduate students at the University of Iowa, which emphasized the development, purpose, functions and current programs of two year colleges.

Effectiveness of Independent Study Guides

According to Wedmeyer (1977), theory of independent study, one distinction within his theory popularized the expression 'independent study', and 'open learning'.

Wedmeyer stated, "independent study finds students learning in their own environment free from the constraints of inappropriate class placings that enables them to carry on 'self directed learning" (Wedmeyer, 1977, p. 107).

The Uses of Study Guides

Research studies suggested several reasons why a study guide may be beneficial. First, Vacca and Vacca (1989) stated, "within the last two decades, the usefulness of study guides has surfaced in the literature on ethnic studies curriculum. Adjunct instructional materials were designed to help simplify difficult textbooks which students might otherwise avoid using. Second, Elliott, Whitmore, and Bagwell (1981) stated that part-timers are often called "adjunct faculty" which aptly describes their detachment from the intellectual, social and administration mainstream of the institutions that employ them. Third, Hayes (1989) studied the effectiveness of the analogical study guide, a structured activity to accompany assigned readings. Hayes compared its learning outcomes of the two unstructured activities commonly assigned to accompany reading-essay writing and self questioning. In his article titled, "Directing Prose Learning

with Analogical Study Guides," Hayes demonstrates increased student learning as a result of study guides. Finally, several studies suggest that accessing previously learned information can facilitate subsequent retention of that information (e.g., Spitzer (1939), Sooner and Stround (1940), and Petros and Hoving (1980). A well structured study guide would provide the student with activities that would increase the changes of successfully meeting course requirements.

Statistical Methods

The study utilized the parametric statistical comparison of control and experimental group means which are interval scale data. Interval data work means; the data is continuous with equal intervals and same amount of data with each interval (Grizzle, 1992).

Best and Kahn (1989) noted that "parametric statistical test assume that the data are not normally or nearly normally distributed" (p. 221). The t-test was used to determine if a significant difference between two sample means exist. The t-test assumes that two samples come from two populations with equal means and equal variances. This test is satisfactory for large samples (more than 30 in size) and particularly appropriate for small samples (Isaac and Micheal, 1990).

Research questions and hypothesis are imperative for this inferential research study which compared examination test means

of two instructional methods. The independent variable, that of a telecourse study guide, was applied to one group while the other group experienced telecourse instruction without a study guide with the outcomes (exam means) compared to determine whether chance caused the difference or the solution (treatment) caused the difference (Rankin, 1991, p. 18).

Null Hypothesis

The null hypothesis "is tested to determine if the observed difference between groups is statistically significant" (Rankin, 1991, p. 20). The null hypothesis stated that there would be no significant difference in mean test scores between the "Eyes on the Prize" telecourse students who utilized a study guide compared to those who did not use the study guide.

If the difference between the mean achievement of the experimental and control groups is too great to attribute to sampling error, the null hypothesis may be rejected, that is, it is probably not true that the difference in the means is only the result of sampling error or chance. If the difference between the mean fails to be significant, the null hypothesis must be accepted (Best and Kahn, 1989).

Level of Significance

An alpha level or level of significance is established as the criterion of acceptance or rejection of the null hypothesis. The level of significance is usually set at $P<0.5$ (Best and Kahn,

1989; Isaac and Michael, 1990). Rejecting a null hypothesis at the P<0.5 level "indicates that a difference in means as large as that found between the experimental and control groups would have resulted from sampling error in less than 5 out of 100 replications of the experiment" (Best and Kahn, 1989, p. 273).

Region of Rejection

The region of rejection is a portion(s) of the normal distribution at which the null hypothesis is rejected and the difference between the experimental group mean and the control group mean falls or is on a decline (Rankin, 1991). The more significant the t-test value, the larger the area or region of rejection of the null hypothesis. This may be using P<.01 alpha level instead of P<.05 although in doing so care must be exercised so as not commit a Type 1 error (rejecting null hypothesis when it should not have been rejected).

A review of the literature compared several studies on traditional study guide material and telecourse methodology. Lovitt (1990) substantiated the positive effect of study guides in teaching disabled students. He said, "when the teachers implemented study guides in their classrooms, student achievement increased" (Lovitt, 1990, p. 23). Gibbins (1989) confirmed Schramm's (1977) finding that students can learn from any medium, "it depends on the performance of the teacher, the content of the media, what is being taught, and to whom" (Schramm, 1977, p. 14).

Davey (1986), in her article entitled, "The Use of Textbook Activity Guides to Help Students Learn from Textbooks," described how textbook activity guides emphasized active student involvement through cooperative learning and self-monitoring activities, which would include the use of vocabulary to aid students become more effective readers of the textbook. Hayes (1989) studied the effectiveness of the analogical study guide, a structured study activity to accompany assigned reading. Hayes compared its learning outcomes with outcomes of two unstructured activities commonly assigned to accompany reading: essay writing and self-questioning.

The purpose of the literature review was to ascertain information on the use of telecourse study guides, the development of study guides, and the effectiveness of the study guides in increasing student achievement.

Several references are cited which supported the selection of the t-test as the appropriate statistical method of measurement (Best and Kahn, 1989; Isaac and Micheal, 1990) for this type of study comparing means of similar populations.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Research Hypothesis

The research hypothesis is that students who utilized a telecourse instructional guide, will have a significantly higher test score than students who did not use the study guide (at the .05 significance level). The results of the study provided evidence to support the study as being worthwhile in improving student academic success.

Data Collection

Sample

The students which comprised the experimental and control groups chose the "Eyes on the Prize" course based on the availability of the course, ethnic study course requirements or interest. The researcher had no influence in placing students into the experimental and control groups of the students who participated in the study.

The sample used for the control group was a "Eyes on the Prize" telecourse taught Saturday morning from 9:00 a.m. to 11:00 a.m. during the Fall semester 1991. The experimental group was also a "Eyes on the Prize" class taught Saturday morning from 9:00 a.m. to 11:00 a.m. during the Fall semester 1992. The control and experimental groups were composed of twenty-seven and twenty-nine students respectively.

Isaac and Micheal (1990) stated, "the larger the sample, the smaller the sample error and other things being equal, it is preferable to increase the sample size whenever practical" (p. 190).

Students in each group were not randomly selected, they were self-selected based on their desire to enroll in the course.

Instrumentation

The instrument which appears as Appendix D was used as the final examination for both the experimental and control groups (50 questions, multiple choice, using four options of A, B, C, or D). Isaac and Michael (1990) noted that content validity is important for achievement and proficiency measures (p. 121).

Experimental and Control Treatments

The study utilized a form of quasi-experimental research. The students chose to enroll in the experimental (telecourse) and the control group (telecourse). However, students in the experimental group utilized the study guide. The (telecourse) curriculum, testing materials and the Instructor were the same for each group.

Scoring

A criterion-referenced test was used to compare each student's level of mastery to that of the entire body of information that the test was designed to cover. The test scores are listed in Appendix A for both the experimental and control

groups. This level of mastery was indicated by the percentage of items answered correctly and focuses solely on the mastering of content rather than on a determination of the rank ordering of students for evaluative purposes.

Data Analysis

The data collected through the instrument were analyzed and computed with the aid of GB-Stat computer program. In all, the statistical measures of a (t-test) were employed. The research question was tested at the $P<0.5$ alpha level of significance.

Treatment of Data

Null Hypothesis

The null hypothesis (Ho) was: There is no significant difference in the mean test scores for students who did not utilized the telecourse study guide (control group) and students who used the study guide (experimental group).

Alternative Hypothesis

The alternative hypothesis was: There was a significant difference in the mean test scores for students who used the "Eyes on the Prize" study guide (experimental group) compared to students who did not use the study guide (control group).

Level of Significance

The established level of significance (in this case, $p<.05$) is the criterion of acceptance or rejection of the null hypothesis. It indicated that a difference in means as large as

that found between the experimental and control groups would have resulted from sampling error in less than 5 out of 100 replications of the experiment.

Region of Rejection

Statistical decisions about parameters based upon evidence observed in samples always involve the possibility of error. Thus rejection of the null hypothesis when it is really true is known as a Type 1 error. The level of significance (alpha) determined the probability of a Type 1 error. (Rankin, 1991, p. 15).

Statistical Test

The t-test was used to determine if a significant difference exist between two sample means (experimental-control). (Isaac and Michael, 1990) described the use of the t-test to determine whether the means of two groups from the same population are significantly different enough to be attributed to something other than sampling error (p. 232). A one-sided t-test was applied since the research hypothesis was directional. In addition, a one sided t-test was chosen since this study did not address the possible lower course grades for the study group. The null hypothesis stated there was no significant difference in the mean test scores for the students who used the study guide and those who did not. By using objective data (test mean scores) an hypothesis can be confirmed to test a relationship or a cause and effect occurrence (Rankin, 1991).

Definition of Terms

Social Science 020 Telecourse Experimental Group

The "Eyes on the Prize" telecourse is a course offered at Evergreen Valley College which fulfills a two-year ethnic studies requirement for graduation. The course focuses on the period of American history from World War II to the present and includes 20 hours of videotapes as a supplemental means of instruction.

The videotapes correlate with chapters (1-14) covered in the textbooks used for the telecourse. "Eyes on the Prize" America's Civil Rights Years, Carson, 1983. Voices of Freedom, An Oral History of the Civil Rights Movement from the 1950's through the 1980's, Hampton, H. and Fayer S. 1986. "Eyes on the Prize": America's Civil Rights Years 1954-1965, 1st Edition, Williams, J. 1984.

In registering for the telecourse, the students were required to participate in a orientation session on August 10, 1992 one week prior to the beginning of the Fall semester at Evergreen Valley College.

Upon completion of the orientation session, the students were required to purchase textbooks and each student received a "Eyes on the Prize" telecourse syllabus.

The students received a copy of the telecourse broadcast schedule for the Fall, 1992 semester, each student then determined which cable schedule to subscribe to or utilized the media center

at Evergreen Valley College. The media center was available Monday through Friday, 9:00 a.m. to 6:00 p.m. The students had the option of viewing the videotapes on Heritage Cable, Channel 31A, Santa Clara County, Channel Cable 54, Fridays 8:00 a.m. to 9:00 a.m. The first telesession aired on, August 17, 1992, and continued each consecutive week until concluding Friday, November 25, 1992. The telecourse presentations were followed by the assigned requirements for the course.

1. Read the required chapter reading's in the course textbooks.
2. Attend six two hour review sessions on alternate Saturday mornings from 9:00 a.m. to 11:00 a.m. with the Instructor after viewing the required telesessions.
3. Complete the 10 required content areas of instruction.
4. Take the final exam at the scheduled time as arranged by the Instructor.

the 29 subjects in the experimental group took the final examination on the following date, time and location: 9:00 a.m. to 11:00 a.m. Saturday, December 12, 1992, Evergreen Valley College, Room L101.

Control Group-"Eyes on the Prize"

The "Eyes on the Prize" telecourse course at Evergreen Valley College met on August 17, 1991 at 9:00 a.m. The telecourse was held each consecutive Saturday from 9:00-11:00 a.m. until

November 23, 1991. The 27 students who registered for the telecourse during the Fall semester 1991 were given a two page typed handout by the Instructor and utilized the handout as a study guide for the entire telecourse. The course covered the same chapters, utilized some required activities from the handout, and were tested with the same examination utilized by the experimental group students. The 27 students registered in the control group took the final examination on Saturday, December 21, 1991 from 9:00 a.m. to 11:00 a.m.

Assumptions

The assumptions brought to bear during this study assumed that the delivery of instruction was similar for the (experimental - control) groups. "Assumptions are statements of what the researcher believes to be facts but cannot verify" (Best and Kahn, 1989, p. 37). Assumptions made in this study are as follows:

1. Variables such as age, grade level, sex, ethnic gender, were eliminated since the students from which the control and experimental group were representative of the student body of 10,500 students at Evergreen Valley College.
2. The Instructor utilized the same curriculum and examination materials for each group.
3. The findings of the must be limited to the telecourse taught on Saturday mornings between 9:00 a.m. and 11:00

a.m. during the Fall semesters.

4. No intra-group biasing of individuals occurred prior to the administration of the testing.

Limitations

"Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations" (Best and Kahn, 1989, p. 38).

Limitations of the study are as follows:

1. The students in each group were not randomly chosen.
2. The results of this study may be applicable only to the students at Evergreen Valley College taking telecourses.
3. Since the study guides were not collected, it was difficult to determine if the difference in the mean test scores is due solely to the use of the study guide.
4. Students in each group were not randomly selected, they were self selected based on their choice to enroll in the course and could lead to unwarranted generalizations due to the introduction of selection bias.

CHAPTER 4

RESULTS

The calculated value of the t = 4.55, along with the results using a one-tailed test (research hypothesis predicting the direction of difference; that the experimental group will have a significantly higher test score than the control group) and 54 degrees of freedom which closely approximates the degrees of freedom for this study, the t-value of 4.55 was beyond the minimum at the $p<.05$ level of significance (critical value = 1.675). Since the t-value of 4.55 was beyond the minimum the null hypothesis was rejected and the alternative hypothesis was accepted because the t-value obtained of 4.55 is greater than 1.675. See Table I.

TABLE I

SAMPLE T-TEST ON GRADE GROUPED BY GROUP

Group	Control	Experimental	Overall
Size	$N_1 = 27$	$N_2 = 29$	N = 56
Mean	$M_1 = 77$	$M_2 = 87$	82.6071
Variance	$O^2 = 68.8917$	$O^2 = 51.0517$	59.6414
Standard Deviation	O = 8.3001	O = 7.14505	7.72278
Degrees of Freedom = 54.41 Critical Value = $p < .05 = 1.675$			
t = 4.55			

A percentage ranking for the final grades was used in order to determine the mean scores for students who comprise the control and the experimental group. The numbers were assigned consistent with students final grades. See Appendix A. Interval ranking of the results was used to make the comparison of the control and experimental group results.

The results for the control group was calculated based on the total observation of twenty-seven. See Table II.

Table II

Control Group Results

Control Group	Grades
Number of cases	27
Mean	77
Standard Deviation	8.30
Variance	68.89

Finally, a one-tail t-test was applied to the grade grouped by group. The results of the experimental group was calculated based on the total observation of twenty-nine. See Table III. An independent t-test was applied to the grade grouped by group.

Table III

Experimental Group Results

Experimental Group	Grades
Number of cases	29
Mean	87
Standard Deviation	7.14
Variance	51.05

The t value of 4.55 was beyond the minimum, thus the level of significance is less than .001 T (54) = 4.55 P less than .001 (one-tail).

The null hypothesis (Ho) which stated: There was no significant difference in the mean test scores for students who used the study guide and those who did not was rejected.

The null hypothesis was rejected because the experimental group mean (87.13) differed significantly from the control group mean (77.74). The alternative hypothesis was accepted because the t-value obtained of 4.55 is greater than 1.675.

The one-tailed critical table values for t using a df = 54 was: 05 = 1.675. The T value of 4.55 was beyond the minimum.

CHAPTER 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The "Eyes on the Prize" telecourse, offered at Evergreen Valley College fulfills the ethnic studies requirement for graduation. Students indicated that there was a lack of clarity and consistency in the telecourse. Moreso, students indicated that their low grades resulted from not receiving adequate materials that were consistent with the guide lines for the telecourse.

The research hypothesis for the study stated that students who used the study guide in the telecourse at Evergreen Valley College would have significantly higher mean test scores than those who did not used the study guide was supported. The research studies suggest why a telecourse study guide may be beneficial (Cavalho, Graham and Gray, 1985; Holmes, 1960; Chu and Schramm, 1967; Cambre, 1988; Guthries-Morse and Julian, 1989; Riccobono, 1985; Hayes, 1986; Levie and Lentz, 1982; Smith, 1961; Chen and Marsh, 1989; Ornstein, 1991; Keegan, 1981).

The acceptance of the alternative hypothesis was based on the t-value of 4.55 at the $p<.05$ level of significance. Research has suggested several reasons why a study guide may be beneficial. Hayes (1989) and Lovitt (1990) substantiated the positive effect of telecourse study guides in teaching students. Schramm (1977)

reported that students can learn from any medium…[the effectiveness of the method of instruction] depends on the performance of the teacher, the content and the student population.

It is important to note, however, that this study did not take into account demographic, gender, ethnic, socio-economic or student grade level. The subjects used in the study were not randomly chosen, the students were self-selected based on their choice to enroll in the telecourse.

The sample used for the control and experimental groups were telecourses taught on Saturday morning during the 1991 and 1992 Fall semesters. The control and experimental groups were composed of twenty-seven and twenty-nine students. McKeachie (1986) stated that "students who have experienced a semester of instruction by a new method (except television) are generally more likely to choose a section by this method than are students without previous experience" (p. 260)

The telecourse which was researched in this study utilized ("Eyes on the Prize" study guides as the treatment). This allowed the experimental group to achieve higher final grades than the students who did not utilize the study guide. Jamison, Suppes, and Wells (1974) in their interview of existing research on the effectiveness of alternative instructional media concluded that instructional television can teach all grade levels as effectively

as traditional instruction.

Conclusions

The research hypothesis was rejected and the alternative hypothesis was accepted based on the results of the one-tailed t-test. The mean score of the experimental group, 87, compared to the control groups mean score of 77, this represents a important relationship between the use of the telecourse study guide and student success. The results are consistent with the research emphasizing the importance of telecourse instruction (Hayes, 1986; Chen & Marsh, 1989; Ornstein, 1991 and George, 1991). The students registered in the course were self selected based on their choice to enroll in the telecourse. The course curriculum and the testing materials and the instructor remained the same for each group. The academic ability of the two groups were equal, however, the problem was low student grade performance in "Eyes on the Prize". This validates Hayes (1989) thesis that the utilization of study guides can have a positive effect in teaching telecourses. The influence of the Instructor, course content and student population were significant as well. The results of this study indicated the significance between the use of a telecourse study guide and the need to standardize instruction of telecourses at Evergreen Valley College by providing empirical data to support the development of innovation teaching methods of telecourses. It could offer greater clarity of scope for adjunct faculty and

ensure that the important content areas would be taught by all instructors.

Implications

This study revealed further evidence resulting from the use of a telecourse study guide (McKeachie, 1990; Cavalho, Graham, and Gary, 1985), can it be implied since the experimental group showed significant improvement in their grades, that similar results would be produced if applied to both full-time or part-time students.

The student population at Evergreen Valley College is quite diverse; ethnicity, gender, age. The results must be limited to the particular student involved. The results cannot be representative of other geographical areas.

With the results of the study in hand, the Eyes on the Prize" telecourse is in a better position to influence other telecourse instruction at the two-year College . Currently the Ethnic Studies telecourse attracts a sizable student enrollment and as demonstrated in this study, is more effective than the traditional telecourse in providing student learning.

The study will assist in standardizing the telecourse instruction at Evergreen Valley College. The telecourse can increase enrollment by allowing significant improvement in media based instruction at the two-year College .

Recommendations

It is recommended that the results of this study be replicated at Evergreen Valley College for consideration in future telecourse development.

Replication of the procedures with other community colleges, would demonstrate whether this study has external validity.

Further research should be conducted comparing telecourse instruction. Among the issues to be studied are:

1. Comparing the impact of telecourse instruction on increased academic achievement among community college students at Evergreen Valley College.

2. Researching the effects of a self-instructional telecourse program in coordinating cooperative education programming with academically at-risk students at Evergreen Valley College.

3. Researching a comparison of telecourse versus traditional methods for teaching small group instruction in learning computer applications.

It is recommended that the syllabus should be reviewed annually to reflect current trends in literature and societal issues. The potential for extending this syllabus will contribute to the academic growth of the student population at Evergreen Valley College.

The research study conducted at Evergreen Valley College

should be repeated to determine if the data obtained from the original study can be correlated. The results and recommendations of the research study were presented to the department chairman of Social Sciences at Evergreen Valley College, to adopt the study guide in delivery of telecourse instruction at the two-year College.

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APPENDIX A

FINAL GRADES GROUPED BY GROUP

	Control Group "Eyes on the Prize" Teacher: Jerry Griffin Fall Semester, 1991		Experimental Group "Eyes on the Prize" Teacher: Jerry Griffin Fall Semester 1992	
1.	B	87	B	88
2.	C	77	A	95
3.	B	85	A	92
4.	B	82	B	88
5.	C	72	B	89
6.	D	66	A	93
7.	C	73	B	86
8.	B	85	B	89
9.	B	81	A	97
10.	D	67	C	75
11.	C	76	B	88
12.	B	83	A	94
13.	D	61	B	87
14.	C	75	A	95
15.	B	82	C	74
16.	B	83	A	98
17.	D	63	A	94
18.	C	78	B	81
19.	A	93	C	73
20.	D	68	A	91
21.	B	83	A	93
22.	C	70	B	88
23.	C	78	B	86
24.	B	83	C	75
25.	B	84	B	86
26.	A	91	C	78
27.	C	73	B	89
28.			B	87
29.			C	76
TOTALS		2099		2527

APPENDIX B
FALL, 1992, AIR SCHEDULE
SOCIAL SCIENCE 020 TELECOURSE

EVERGREEN VALLEY COLLEGE
SOUTH BAY COMMUNITY COLLEGE NETWORK

HERITAGE CABLE CHANNEL 31A
SANTA CLARA COUNTY CHANNEL CABLE 54

No.	Telecourse/Videos	Friday Program 8:00 - 9:00 a.m.
1	Awakening 1954-1956 Fighting	Aug. 17
2	Fighting Back	Sept. 3
3	Ain't Scared of your Jails	Sept. 10
4	No easy Walk 1962-1963	Sept. 17
5	Mississippi Is This America	Sept. 24
6	Bridge to Freedom 1965	Oct. 1
7	The Time Has Come 1964-1966	Oct. 8
8	Two Societies 1965-1968	Oct. 15
9	Power 1967-1968	Oct. 22
10	The Promised Land 1967-1968	Oct. 29
11	Ain't Gonna Shuffle No More 1964-1972	Nov. 5
12	A Nation of Law 1968-1971	Nov. 12
13	The Keys to the Kingdom 1974-1980	Nov. 19
14	Back to the Movement 979-1990	Nov. 25

APPENDIX C
EYES ON THE PRIZE STUDY GUIDE

SOCIAL SCIENCE DEPARTMENT
EVERGREEN VALLEY COLLEGE, SAN JOSE

COURSE SYLLABUS
SOCIAL SCIENCE 020 - "EYES ON THE PRIZE"

Course Description

"Eyes on The Prize", is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the period of American history from World War II to the present and includes print, video, and audio instructional materials. The course takes the point of view that the period of the contemporary civil rights movement is one of the most significant in our history.

Textbooks

A. Required:

1. Textbooks/Study Guide: A Reader and Guide: "Eyes on the Prize". America's Civil Rights Years, Carson; Revised Edition.
2. Voices of Freedom, An Oral History of the Civil Rights Movement from the 1950's through the 1980s, Henry Hampton and Steve Fayer.
3. "Eyes on The Prize": America's Civil Rights Years 1954-1965, 1st Edition, Juan Williams.
4. Subscription to Channel 31A Heritage Cablevision

or ability to receive Channel 60 in residence. Video tapes can be checked out (maximum 3 days) in Media Circulation, L-116 for home VCR use, however there is a limited supply available.

B. Optional:

1. X, Malcolm. Malcolm X Speaks. New York, NY: Grove Press and Merit Publishers, 1965.
2. Jr. King, L. Martin, A Testament of Hope: The Essential Writings of Martin Luther King, Jr. San Francisco, CA: Harper and Row, 1988.
3. Davis, Angela. Angela Davis, An Autobiography. New York, NY: Random House, 1988.
4. MacGregor, James. To Heal and to Build the Programs of President Lyndon B. Johnson. New York, NY: McGraw-Hill Book Co, 1968.
5. Bates, Daisy. The Long Shadow of Little Rock. New York NY: Daisy Bates, 1962, 1986.

Objectives

The student will be able to:

1. Understand the Civil Rights Movement for the period from 1954 to 1990.
2. Discuss historic changes which occurred as a result of the Civil Rights Movement in America.
3. Understand the role of the African-American men

and women and others who contributed to the Civil Rights movement in America.

4. Integrate contemporary economic, social and political issues into historical perspectives that are related to civil rights.
5. Participate in classroom discussions.
6. Understand and describe the ten (10) content areas of "Eyes on The Prize."
7. Understand the role of civil rights and African American women 1964-1992.
8. Identify contemporary problems of African Americans today.
9. Analyze how a realistic understanding of African American culture can contribute to the growing diversity in our society.

Content Areas of "Eyes on the Prize"

CONTENT AREAS	HOURS OF INSTRUCTION
A. Segregation/Desegregation	6
B. Brown v. Bd. of Education	3
C. Martin L. King, Jr.	6
D. NAACP-SCLC	3
E. Malcolm X	6
F. Black Power	3
G. The Promised Land	6
H. A Nation of Law	6
I. Keys to the Kingdom	3
J. Back to the Movement	3
TOTAL HOURS	45

Course Philosophy

Class activities will include lecture and discussion, telecourse presentations and cooperative learning. These strategies are intended to promote active participation and experiential learning. Learning should be interactive and dynamic. The process of learning will be emphasized in addition to the content of what is being learned.

Requirements

A. Attendance: There are those occasions that take priority over attending class, family/personal emergency, illness. It is expected that regular attendance be adhered to except for unavoidable personal/professional reasons.

B. Grading Criteria: Essays will be graded when 500 word essays are turned in at each required session. All six (6) of the essays will be graded along with the final exam. Grading will be based on order and clearness of presentation and detailed review of the telecourse. Students are asked to complete the video portion of the course and to sit for each of the essay exams. Optional review sessions will be arranged by the Instructor.

Grading Procedures:

Student will receive grades for each essay:

A = 20 points

B = 15 points

C = 10 points

D = 5 points

F = 0 points

To receive the final letter grade the following points must be accumulated:

A+ = 100 points		A	76-99 points
B+ = 75 points		B	51-74 points
C+ = 50 points		C	31-49 points
D = 30 points		D	29 points or less

It is imperative that all viewing of the video tapes be completed.

APPENDIX D

FINAL EXAMINATION
CHAPTER 1-6 CIVIL RIGHTS
CHAPTER 6-13 WHERE DO WE GO FROM HERE

1. Which of the following dates represent the post-reconstruction period?

   A) 1840-1865

   B) 1865-1890

   C) 1890-1920

   D) 1920-1940

2. What was the significance of the Plessy vs. Fergerson Supreme Court decision?

   A) Voting rights

   B) Separate but equal

   C) Abolition of slavery

   D) Civil rights

3. Which of the following amendments to the constitutional legally abolished slavery?

   A) 12th

   B) 10th

   C) 13th

   D) 14th

4. Which of the following persons led the NAACP freedom movement prior to World War I?

   A) Ida B. Wells

   B) Timothy Drew

   C) Marcus Garvey

   D) W.E.B. Dubois

5. What was the role of black religion in the freedom movement during the early 1900s?

   A) Protest

   B) Organization

   C) Sit ins

   D) Religious unity

6. What was the special significance of the Montgomery Alabama bus boycott in December of 1955?

   A) Integration

   B) Housing

   C) Dejour segregation

   D) Forced busing

7. What percentage of the black population lived in the rural south prior to 1920?

   A) 30%

   B) 60%

   C) 85%

   D) 90%

8. All of the individuals who participated in the bus boycott were members of which organization?

   A) Montgomery Improvement Association

   B) Dexter Avenue Baptist Church

   C) NAACP

   D) UNIA

9. Which of the following women played the crucial role in the bus boycott?

   A) Coretta Scott King

   B) Jo Ann Robinson

   C) Rosa Parks

   D) Diane Green

10. Which of the following Supreme court decisions attacked segregation in the public schools in America?

   A) Dred Scott

   B) Civil Rights Act of 1866

   C) Brown vs. Board of Education

   D) Plessy vs. Fergerson

11. What were the benefits that Americans derived from the 1954-1963 phase of the civil rights movement?

   A) Integration of the armed forces

   B) Forced busing

   C) Federal policy towards public school desegregation

   D) Cold war isolation

12. What was the role of Ella Baker in the formation of the Student Nonviolent Coordinating Committee?

A) Lawyer

B) Founder

C) Activist

D) Sympathizer

13. What U.S. President became heavily involved in the civil rights movement during that period?

A) Nixon

B) Johnson

C) Kennedy

D) Eisenhower

14. What international event of the early 1960s affected the role of the civil rights movement during this period?

A) Cuban missile crisis

B) Soviet space race

C) Berlin blockade

D) Fidel Castro

15. How did the role of Dr. Martin Luther King differ from the activities associated with the NAACP?

A) Sit ins

B) Challenging the courts

C) Mass arrest

D) Freedom rides

16. Which of the following organizations did Dr. King spearhead during civil rights period?

A) Urban League

B) CORE

C) SCLC

D) UNIA

17. Which major civil rights activity attracted national media attention in Birmingham, Alabama

A) Jailing of Dr. Martin Luther King

B) Mass arrest

C) Emett Till

D) Bull Conner

18. What was the major goal of the Mississippi Freedom Democratic Party?

A) Voting rights

B) Property rights

C) Integration

D) Freedom rides

19. What year did the delegation of the MFDP challenge the floor of the Democratic National Convention?

A) 1965

B) 1966

C) 1964

D) 1963

20. Following the MFDP challenge and Freedom summer, what way did movement leaders begin to shift their strategy?

A) Election of black officials

B) Integration of local schools

C) Elimination of literacy test

D) Alliance with the SCLC

21. What goal did Dr. King and the SCLC have in their minds for the 1965 protest campaign in Selma, Alabama?

A) Publicity

B) Legislative goals

C) Nonviolent resistance

D) Ideological protest

22. Which important historical figure foreshadowed and influenced the rise of the new black consciousness of the 1960's?

A) H. Rap Brown

B) Bobby Seale

C) Malcolm X

D) Alex Haley

23. What were the four civil rights groups which led the fight against segregation?

A) NAACP, UNIA, SNCC, CORE

B) Urban League, NAACP, SNCC, CORE

C) AFL-CIO, NAACP, SNCC, SCLC

D) SCLC, SNCC, NAACP, CORE

24. Which of the following groups did Stokley Carmichael head?

A) NAACP

B) SNCC

C) CORE

D) UNIA

25. Which President established the Kerner Commission to study the causes of Urban unrest?

A) Johnson

B) Kennedy

C) Ford

D) Carter

26. Which major urban city elected the first black American mayor?

A) Cleveland

B) Los Angeles

C) Indiana

D) Detroit

27. Which city held the democratic national convention resulting in violence with protesters in 1968?

A) San Jose

B) Seattle

C) Pittsburgh

D) Chicago

28. What was Martin Luther King's stance on the Vietnam War?

A) Opposed

B) Favored

C) Indifferent

D) Justified

29. Which of the following cities did Dr. Kings's assassination occur?

A) Nashville

B) Knoxville

C) Memphis

D) Atlanta

30. Which of the following events occurred during 1968?

A) Kent State

B) Woodstock

C) Bobby Kennedy's assassination

D) Resurrection City

31. All of the following are correct with the exception of?

A) Martin Luther King and Malcom X debated over black power

B) Martin Luther King and Jessie Jackson agreed on civil rights

C) Andrew Young led the SCLC during the early 1970's

D) Jessie Jackson established operation PUSH in Chicago in 1970

32. Which of the following black leaders influenced Muhammad Ali to change his name from Cassius Clay?

A) Martin Luther King

B) Marcus Garvey

C) Malcolm X

D) Father Divine

33. Which of the following agencies considered militant black leaders as a threat to the national security of the country?

A) Operation Plus

B) Cointelpro

C) CIA

D) FBI

34. Define the meaning of defacto segregation?

A) Actual

B) Legal

C) Constitutional

D) Legislative

35. Which program did President Johnson establish to pressure local officials to integrate housing?

A) GOA

B) HUD

C) Model Cities

D) Demonstration cities bill

36. All of the following are true for the civil rights movement, except?

A) Busing

B) Housing

C) Voting rights

D) Gay rights

37. Which of the following black leaders began to focus on economic development as opposed to civil rights?

A) Maynard Jackson

B) Jessie Jackson

C) Carl Stokes

D) Andrew Young

38. What argument did Alan Bakke use against the University of California at Davis before the U.S. Supreme court?

A) Affirmative Action

B) Reverse discrimination

C) Fair share

D) Equitable remedy

39. What difference, if any, did affirmative action achieve in integrating the workforce during the 1970's?

A) Established goals for hiring minorities and women

B) Achieved a balanced workforce

C) Mandatory quotas for employers

D) Federal EEOC requirements

40. How would Dr. King evaluate the racial crossroads in the United States today?

A) Changes still need to be made

B) Civil rights goals have been achieved

C) Catalyst for more change

D) Need more time

41. Who was the first black women elected to congress?

A) Shirley Chisholm

B) Maxine Waters

C) Barbara Jordan

D) Diane Watson

42. What was the significance of the civil rights act of 1964?

A) EEOC

B) Housing

C) Gerrymandering

D) Executive order

43. Which of the following strategies used during the 1960's is employed by various groups to pressure public officials today?

A) Nonviolent protest

B) Sit ins

C) Publicity from marches

D) Freedom rides

44. Which of the following leaders influenced the strategy of Dr. Martin Luther King Jr.?

A) Paul Robeson

B) A. Phillip Randolph

C) Gandhi

D) W.E.B. Dubois

45. What major challenges face black Americans today?

A) Busing

B) Housing

C) Crime

D) Health care

46. Which of the following programs was designed to eliminate poverty by President Johnson?

A) OEO

B) CDA

C) Model Cities

D) Welfare

47. Which of the following agencies was established by President Nixon to encourage black capitalism during the 1970's?

A) SBA

B) MESBIC

C) 8-A Program

D) Enterprise Zone

48. Which of the following Supreme Court nominees were named during the peak of the civil rights movement?

A) Clarence Thomas

B) Thurgood Marshall

C) Leon Higginboem

D) Andrew Young

49. The percentage of black Americans who live in urban areas is:

A) 80%

B) 75%

C) 50%

D) 47%

50. Which of the following strategies is employed by most schools, government agencies, and businesses for achieving EEOC goals?

A) Balanced workforce

B) Diversity

C) Hiring foreign nationals

D) Human resource departments